



Special Consideration and Reasonable Adjustment

Alexander London College is committed to fair and equal assessment of qualifications delivery in our centres. We expect all learners, regardless of age, sexual orientation, gender, race or disability to have equal and fair access to all the assessments we provide.

Therefore, we recognise that in some cases there will be a need for some learners to have access to a range of arrangements which meet their individual needs and provide fair access to the assessments they are undertaking. This could include:

- Learners who have a permanent disability or specific learning needs
- Learners who have a temporary disability, medical condition or learning needs
- Learners who are indisposed at the time of the assessment

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive fair recognition of their achievement whilst maintaining the equity, validity and reliability of the assessment. In this way, these arrangements make valid provision for learners without making assessment easier for learners.

Learners requiring access to fair assessment can gain these in the following ways:

- Through reasonable adjustments
- Through special considerations

It is important to ascertain the most appropriate method of obtaining evidence when a learner is first accepted onto a programme. The learner may present their evidence in any format, as long as it enables them to demonstrate that they have met the specified assessment criteria. For example, a learner may present their evidence through the medium of braille, on audio format or on video rather than in written formats. Alternatively, oral questioning or witness testimonies may replace written responses. The provision for reasonable adjustments and special consideration is made to ensure that learners receive recognition of their achievement so long as the comparability, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for learners, nor advantages to give learners a head start.

Reasonable adjustments

A reasonable adjustment is defined as an action that will reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage during assessment.

Reasonable adjustments must not affect the integrity of the assessment, but may involve:

- Making changes for individuals to the standard assessment arrangements, for example allowing learners extra time to complete the assessment
- Adapting assessment materials, such as providing materials in Braille for those with visual impairments
- Providing access facilitators during assessment, such as a sign language interpreter or a reader
- Re-organising the assessment room, such as removing visual stimuli for an autistic learner
- using assistive technology, such as screen reading or voice activated software
- providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper based assessments
- providing and allowing different coloured transparencies with which to view assessment papers

Reasonable adjustments are requested and approved before the assessment takes place. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

Every request for a reasonable adjustment will be considered on a case by case basis by Aspire Academic & Vocational Qualifications. What is reasonable in terms of an adjustment to the assessment will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment.

Procedure for applying for a Reasonable Adjustment

All learners must submit a request for a reasonable adjustment in writing to the Quality Manager at Alexander London College. Alexander London College will liaise with the examination centre behalf of the learners.

Special Considerations

Special considerations are different to reasonable adjustments as they apply to a disadvantage that occurs to the learner either just before or during the assessment. Reasons for special consideration could be:

- Temporary illness,
- Injury
- Adverse circumstances at the time of the assessment

Learners may apply for special consideration during or after an assessment but may not apply for special consideration in the case of a permanent disability or learning difficulty. Special considerations will be taken into account by Assessor at the time of the assessment and will be recorded and sent to the awarding Organisation.

Special consideration cannot be applied in a cumulative fashion, e.g. on the basis of a domestic crisis at the time of the examination and the learner suffering from a viral illness. If the application for special consideration is successful, the learner's performance will be reviewed in the light of available evidence.

Special consideration should not give the learner an unfair advantage; neither should its use cause the user of the certificate to be misled regarding a learner's achievements. The learner's result must reflect his / her achievement in the assessment and not necessarily his / her potential ability.

Special considerations may result in a small post-assessment adjustment to the mark of the learner as advised by the examination body. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the learner.

Procedure for applying for Special Consideration

Learners must advise Alexander London College in writing, within 14 days of the end of the assessment, of the circumstances which caused the request for special consideration.

Review and Appeal

Wherever possible, the Awarding Organisation will deal sympathetically with requests for reasonable adjustments or special consideration. In cases where a request is turned down the learner has the right to request a review of the decision. We will be guided by the individual Awarding Organisation procedures for appeals in such scenarios.